National Congress Bulletin

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# Dear P.T.A. Presidents:

Mrs. Newton P. Leonard

BY this time, no doubt, you have held your first regular meeting for 1952–53. I trust it was a lively meeting — a meeting vibrant with ideas for action and with enthusiasm to carry them out. For the Executive Committee of the National Congress at its midsummer meeting decided to select for this administration, not a theme, but a *program of action*—action for better homes, better schools, and better communities.

Very soon the special committee chosen by the Executive Committee to formulate the "action program" will present a plan suggesting activities for P.T.A.'s. *This year let's have every P.T.A. known for its program of action.*

• The administration program will be based on our permanent platform and on the "current emphasis" on the platform, as it was developed by the convention findings committee and adopted by the national convention last May.

You will want to have copies of both the permanent platform and the "current emphasis" always at hand, both for your own use and that of your officers and chairmen. Both these important "policy" documents are printed in *General Information*, a National Congress pamphlet, of which you have a copy. (The "Current Emphasis on the Permanent Platform" appeared also in the June–July issue of the *National Congress Bulletin.*) Both are rich in inspiration and in materials for programs.

• The permanent platform, as you know, describes ten goals that the National Congress believes must be reached if "every child is to have an opportunity to live a full life, satisfying to himself and useful to his community." The "current emphasis" outlines the best means for working intelligently and effectively toward our goals at the present time.

Here, then, are programs of action —programs waiting for your mind and your hand to turn the word into the deed. Your determination and your vision can create thoughtful, purposeful action.

The question for your P.T.A. will not be, What can we do? but, Which of the many things to be done shall we do first? As always, local needs will determine what action comes first. As each unit studies the "current emphasis" and the forthcoming "action program," it will, as always, have constantly in mind the needs of the local children, the local school, the local community. Is parent education or a health or recreational program the greatest need in your community? Is the greatest problem in your community the traffic hazard or housing? Are the parents and teachers in your group disturbed by children's absorption in television programs and comic books? Whatever the chief need or the principal problem of your members, your children, your school, your community—*there* is the starting point for your program of action.

## An Action Program

- For
  - BETTER HOMES
  - BETTER SCHOOLS
  - BETTER COMMUNITIES
- Based on
  - THE PERMANENT PLATFORM AND ITS CURRENT EMPHASIS
- Will be outlined in detail in the November issue of the National Congress Bulletin

• Occasionally we hear someone say that the P.T.A. never really accomplishes anything, that it is an ineffective organization. Of course, we have to admit regretfully that some local units are inactive and therefore ineffective. But accomplishments in a P.T.A. are not always tangible to our hasty critics. A gift of materials or equipment they can see, but a P.T.A. program that results in better parent-child relations, in more frequent parent-teacher conferences, in an adolescents' self-imposed code of conduct—these are no less real and worth-while achievements, though perhaps we cannot weigh them or make a formal gift of them to school or community. Let us make them known.

• Of course, in an emergency a P.T.A., will direct its efforts to providing for some material need of the school or community, but in general we should focus our energies on attaining the goals set forth in our permanent platform and based on our Objects. A wise parent has said, "Minutes, not pennies, count with children." A wise P.T.A. member will say, Actions, not gifts, achieve our Objects.

What, then, are the standards for a P.T.A. project? It should have purpose and vision. It should be one of our Objects translated into an activity that will benefit the children and youth of the community in which the P.T.A. is functioning. Projects may be large or they may be small, but they should have a definite purpose. From the start we should be able to envisage the desired outcome of our action.

• Best wishes for your action program. We anticipate hearing about your activities.

**By our deeds shall we be known.**

Loyally yours,

Lucille P. Leonard

*Mrs. Newton P. Leonard, President*
*National Congress of Parents and Teachers*

# WHAT OUR CONGRESS PARENT-TEACHER GROUPS ARE DOING...

## Laymen Develop Philosophy of Education

From Texas comes news of an inspiring project in the field of parent-teacher cooperation on school education.

In the fall of 1951 Dr. E. H. Black, superintendent of schools in La Marque, suggested to the La Marque Council of Parent-Teacher Associations that they appoint a committee of parents to formulate a laymen's philosophy of education for the school system.

The committee of six fathers and mothers, headed by Mrs. P. L. Brandt as chairman, spent many weeks reading philosophies developed by both educators and laymen. After thoughtful discussion and deliberation they embodied their views in the following resolution, which was unanimously adopted by the La Marque council.

WHEREAS, it is the responsibility of parents to express the ends they expect to be attained in the training of their children,

WHEREAS, it is the responsibility of trained educators to establish the methods whereby children are trained,

WHEREAS, a cooperative endeavor is necessary to integrate objectives and methods,

WHEREAS, the Parent-Teacher Associations of La Marque represent the organization by which that integration can be achieved, be it

RESOLVED, that the Council of Parent-Teacher Associations adopt as its Philosophy of Education the following:

• We, the parents and the teachers in La Marque, believe that the training in our schools should

• *Develop* in each child an unswerving loyalty to TRUTH and an unceasing desire to search for it;

• *Instill* in each child a reverence for God, a respect for the dignity of the individual, and a loyalty to his country;

• *Teach* through daily association the value of cooperation and teamwork, while maintaining the courage for individual action and a ready response to the challenge of competition;

• *Challenge* each child daily to his full capacity that he may recognize the value of self-discipline in accomplishing each day's work;

• *Stimulate* in each child his innate imagination, thereby encouraging him to think creatively;

• *Inspire* each child through teaching of fine arts that he may enrich his own life and that of others;

• *Foster* an understanding of our social heritage, its strengths and weaknesses, by study and analysis of the past cultures upon which it is built;

• *Impart* factual knowledge and develop manual and intellectual skills that will assist the student's preparation for his future place as a self-supporting citizen;

• *Emphasize* the importance of healthful living and the value of physical fitness.

• *We believe that as we strive toward these goals our children will be better prepared to live richly, will be better prepared for enlightened citizenship and the responsibilities entailed therein, and will be better prepared to participate in establishing that cooperation among races and nations necessary to achieve a greater human freedom.*

**NATIONAL CONGRESS BULLETIN**

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**EDITORIAL STAFF OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS**

**Publications and National Parent-Teacher**

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*Managing editor:* Mary A. Ferre

*Senior assistant editor:* Mary Elinore Smith

*Assistant editors:* Josephine Costantino, Mrs. Vera Diekhoff, Margaret Reynolds.

**Administration Projects**

*Editorial assistant:* Mrs. Cora G. Barron

## Spotlighting School Needs

How to enlist support for a school bond issue was forcefully demonstrated by the Thayer School P.T.A. of Burlington, Vermont. Both old and new Thayer schools were inadequate for current enrollment, with one hundred children entering in September and only twenty-five graduating last June.

In a forthright, hard-hitting series of questions and answers, the P.T.A. presented its case for a new school to the voters. It pointed out that the rapidly growing, tax-producing northern section of the city required a school in its own right, not just a wing of the existing buildings.

"Right now," the P.T.A. said, "many children travel more than one mile by public transportation facilities four times a day at considerable expense to their parents." A new school will practically eliminate "traveling such as this for little youngsters in all kinds of weather."

In the fall of 1951 the Action Committee of Thayer P.T.A. made a survey of the area. It found that the steady real estate development, the influx of "war babies" into grade school, and the lack of private or parochial school construction made a new public school urgent. An annex to the present Thayer School would be only a temporary solution, while construction of a new school, serving children in outlying areas, would allow addition of new rooms as needed.

The alertness of this Burlington unit to the needs of its community and its vigorous action are another proof of the responsible citizenship of P.T.A. members.

## Building the High School P.T.A.

Specially designed notices and invitations to meetings have paid off handsomely in increased public interest and increased attendance at meetings of the Reynolds High School P.T.A. of Winston-Salem, North Carolina.

> An invitation to "open house" at the high school, for example, was a flyer with a picture of the school and messages of welcome from the president of the student body, the president of the P.T.A., and the principal. Attached was a P.T.A. membership folder. On the day of the "open house" students took home to their parents clever little flag reminders that had been made by one of the school service clubs.

All such announcements are sent out to nonmembers as well as members, Mrs. C. Eugene Stephenson, president of the 900-member association, reports. They are in addition to newspaper notices and radio announcements. Here is imaginative promotion work with parents, teachers, and students cooperating to develop a fine high school P.T.A.

## Council Currents

Gleanings from a recent report of Mrs. Otto Eisenstein, chairman of council advisory service:

An invitation extended a local newspaper editor to address the Alameda (California) council school of information was the beginning of exceptionally fine publicity for the council. The editor was so impressed with other portions of the program that she started an intensive study of the parent-teacher movement and surprised the council with a three-page spread of its year's work. This incident demonstrates public relations at its best.

* * *

Nashville Council, Tennessee, sponsored a radio period for parent education classes, representing *National Parent-Teacher* preschool, school-age, and adolescent study courses on successive Saturdays of every month.

* * *

The board of managers of Portland Council, Oregon, began each meeting with a counseling hour followed by a speaker from the school administration, who interpreted the school program and described current undertakings of the school district. After luncheon, at which presidents discussed matters of common interest, the board's regular business meeting was held.

* * *

A part of every meeting of the Chattanooga Council, Tennessee, was devoted to a particular phase of the school system, with emphasis on the amount of money allocated, the uses made of it, and a comparison of the system with that of other cities. The president reports, "Much interest was aroused, attendance increased, and a sympathetic understanding replaced one of indifference and unjust criticism."

### FATHER TAKES THE HELM

The "Skippers' Issue" of the **Massachusetts Parent-Teacher Bulletin,** manned by an all-male crew, made her maiden voyage in May. "We are delighted with the enthusiasm with which our men have taken the helm of this hard-working craft and helped us to touch upon new shores of thought and effort," said women members in a footnote to the issue.

Frank C. Chace, superintendent of schools in Gardner, Massachusetts, and husband of the state president, piloted the bulletin to success. "School people cannot operate an effective modern program of education unless they make the parents real partners in the process," he said in his opening message.

Visitors from other lands who have been welcomed at the National Office in Chicago between September 1951 and February 1952 included ten persons from Germany, six from Japan, one from Belgium, and one from Pakistan, according to Mrs. James P. Ryan, vice-president. All were in the United States under the Exchange Persons program, and all are interested in parent-teacher activities in their own countries. The National Office provided every opportunity for them to study our parent-teacher work.

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• Snapped in the midst of their monthly meeting, members of Milwaukee's 18th Street School P.T.A. listen as President Russell Rymer reads a message. "Men's Night" was a recent feature of this busy unit, in which a third of the chairmanships are held by men. Below, Mr. Rymer talks over plans with Mrs. Ray Pfeiffer, president of the Milwaukee City Council of Parent-Teacher Associations

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### The Lost Are Found

• Mrs. J. W. Heylmun, national vice-president, knows her P.T.A.'s. In the September issue of the **Bulletin** appeared a picture of an unidentified P.T.A. group with the caption "S.O.S.—Lost Identity." Mrs. Heylmun answered our appeal for information about the group.

It is the custom of the P.T.A. of the Hawthorne School of Oak Park, Illinois, she tells us, to hold discussion groups after each general meeting. Parents of children in the same class meet in a classroom and discuss the subject of the evening's program in terms of the child at that particular grade level. The picture showed one of these parents' discussion groups of the Hawthorne School P.T.A.

## International Conference on the Child . . .

• *In Home, School, and Community*

**Sponsors:** The National Congress of Parents and Teachers and the Canadian Home and School and Parent-Teacher Federation.

**Time:** November 18–22, 1952

**Place:** Kellogg Center for Continuing Education, Michigan State College, East Lansing, Michigan.

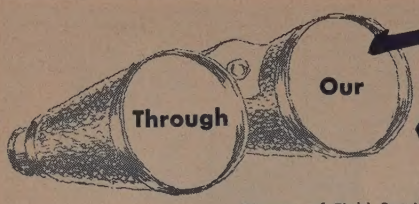
**Purpose:** To compare experiences in home-school, parent-teacher cooperation; to discuss related problems in the care, protection, and education of children; and to work out cooperatively the basic principles of effective home-school, parent-teacher cooperation.

**Participants:** Representatives of the two host organizations and educational leaders, both lay and professional, from countries in South America, Europe, and all other parts of the world. Although some persons will attend as individuals, most conferees will represent organizations interested in child welfare. Many will be exchange students or teachers who are in the United States on other assignments.

**1953 National Convention**

**Place: Oklahoma City, Oklahoma**

**Time: May 18, 19, 20.**




Director of Field Service: Marguerite M. Scheid
Field consultants: Ellen Dell Bieler • Anne Crampton • Dema Kennedy
*Through Our Fieldglass* is prepared from material gathered by members of the field staff "on location."

## State Office Subject of Skit

State offices provide services. They also have headaches. A vivid skit presented at a P.T.A. summer institute by the office staff and state leaders of a New England Congress demonstrated both. The purpose of the skit was (1) to acquaint P.T.A.'s with state office services and (2) to show them the necessity and importance of filling in questionnaires and making reports accurately and promptly.

The skit was in two scenes. In the first, the president of a local unit dropped into the state office—just to see the place—as she had been invited to do. The office director graciously conducted a tour of the office. In the course of it she not only described the services of the state office, but also demonstrated that much-needed equipment was lacking.

The second scene presented a typical day's routine in the state office. It gave the audience an insight into the importance of filling out questionnaires and reports carefully and sending them to the office on time. A high moment was when the young assistant to the director naively remarked that time could be saved and problems averted if people would only cooperate a little more—that is, if they would just send in the name of the new president, write names and addresses plainly, be explicit in instructions, and make money orders and checks out properly.

Most people who saw the skit will remember, we are sure, the harried office director and her assistant struggling that hot summer day over carelessly prepared reports. It will be a good reminder not to slight a report form, or be careless with instructions, or wait until the last minute to order those necessary National Congress and state branch publications.

## "Committee of 21"

The secondary schools in a Midwest state are expanding so rapidly that the state financial structure set up to cover high-school needs is beginning to show strain. Citizens, realizing that the peak of enrollment will be reached within five years, have not waited for the situation to become crucial. They have created a special committee, known as the "Committee of 21." During the past year the committee delved into statistics, examined statutes, and studied the progress of other states with similar problems—in short, they sized up the situation.

They have compiled their findings, and these are now being studied by educational, civic, church, and community organizations throughout the state. The P.T.A. made a valuable contribution to this endeavor, not only by pointing up the needs but also by developing a working plan to do something about them. Local units are urged to include the study of this survey in their year's program. By the time the 1953 legislature convenes, it is hoped sufficient public interest will have been aroused to see to it that a sound state program is established for the financing of the high schools.

## A Family Came To Call

"You told us about national headquarters, and it was so interesting I wanted to visit the office of the National Congress at my earliest opportunity," said a recent visitor, as she was being escorted through the National Office. This young woman—a local unit president—had attended a summer parent-teacher conference at one of our big universities.

A national field consultant had talked about the need for our new headquarters building. This president went home from the conference determined "to get closer to the National Congress" in every way she could. Plans for a summer vacation included a trip to Chicago for this young mother and her five children. A feature of the trip was a visit to our National Congress office. "I know now why we need a new building," she said. "I had not realized before how much the work of the Congress is dependent upon the work that is done in this office—and how crowded it is."

A member of the field staff joined this delightful family of three girls and two boys, ranging from eight to fifteen years, for refreshments in a near-by restaurant. Certainly these young children now have a true appreciation of what the P.T.A. means, and we hope that they will realize their expressed desire to come back again to see "the new office."

## Sing a Song of Acorns

At a camp in the Alleghenies where a parent-teacher summer conference was in session, the entertainment committee surprised the group one evening with an unusual headquarters routine. Dressed in peasant blouses and dirndl skirts and carrying trays of acorns painted brilliant colors, four P.T.A. members sang *Pinning Acorns on the Oak Tree* to the melody of *Pinning Apples on the Lilac Bush.*

Small oak trees made of branches were displayed, and the song invited all to buy an acorn and hang it on the oak tree as they passed out of the dining room. The young women circulated among the tables, exchanging the acorns for coins. It goes without saying that no one declined to add his bit to such a good cause. Approximately eighty dollars was collected through this clever stunt.

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• Kentucky parent-teacher leaders plan use of National Congress publications with Mrs. Marguerite M. Scheid, director of field service. The scene is the recent Leadership Training Institute, held in Lexington, Kentucky, August 27–28. Mrs. James G. Sheehan, state president, is shown at left.

### Our Fifth Goal

Participants in a summer workshop in a Midwestern state had a vivid demonstration of the soundness and importance of the fifth goal of our permanent platform—the conservation of natural resources. The group, which met at the state conservation training school, spent an afternoon in the forests and an evening viewing movies and slides.

The school's superintendent inspired everyone as he accented the need for wise conservation practices. Since expanding population places greater demands on our natural resources, our standard of living and our general welfare are linked to our wise use of our resources, he said.

Participants in the conference felt the challenge that parent-teacher groups must meet if we are to help our youth develop the responsibility and capacity to act and vote intelligently in the area of conservation.

### Parents Go to School

Parents in a Midwest state will go to school this coming year. Their purpose is to increase their knowledge and understanding of current educational methods and philosophy. The "School for Parents," as it is called, is a pilot program that is being established by a state congress in cooperation with a state college.

A city school board has made a public school available for the project. On a designated day each week, P.T.A. groups will visit the school to observe the educational program in operation, examine modern testing devices, and see new audio-visual equipment. A special room has been set aside in which they may meet to discuss what they have seen.

The project planners have chosen to use a single school because they believe parents will be able to view a school outside their own community more objectively than the one their children attend. They also believe the use of the single school will avoid the rehearsed type of program that parents too often see in the local school.

This seems an excellent project. We shall follow it with interest.

### Mountain Music

One of our state music chairmen has spent many hours with the mountain folk of her state, learning the melodies and memorizing the words of old ballads that have been passed on from generation to generation but never written down. She gave a program of this music one evening at a summer parent-teacher conference, accompanying herself on a stringed instrument similar to a dulcimer.

In this mountain region the dulcimer, she tells us, was as much a feature of courtship as the guitar in Spain and Mexico. Once a young man decided to go a-wooing, he made a dulcimer to accompany his love songs. After the wedding the instrument has hung in the parlor of the new home. The old dulcimers, with their beautiful hand carving and romantic associations, are now cherished heirlooms.

* * *

At a recent summer parent-teacher conference a college professor demonstrated a type of group recreation that could be used at P.T.A. meetings, festivals, or "fun" nights. With his wife and an assistant, he gave instruction in folk and square dancing. The conference loved it.

### Focus on Cooperation

One of our parent-teacher councils recently sponsored two public meetings on the subject of school reorganization. More than four hundred parents attended, and many took part in lively discussion from the floor. They gave their views of what they wanted school education to do for their children. A survey to find out which system of school organization will give children the best possible education is under consideration.

* * *

In a Midwest city three P.T.A. presidents are working with a board of education member and three school principals on preparing recommendations to the board on the use of new "all-purpose" rooms that have been built as additions to older schools.

* * *

A plea for greater effort at the local level to enlist the participation and cooperation of school officials comes from a council leader. She stresses the importance to P.T.A.'s of having their principals share in their undertakings. P.T.A.'s, she suggests, might work more closely with local units of the N.E.A. and similar educational organizations in order to give administrators a better understanding of the aims and work of the parent-teacher organization.

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NOTE: The *National Congress Bulletin* cannot be sent free to council presidents because of second-class postal regulations. Many state congresses subscribe for these officers.

## *"Reading Is Fun"*

Readers will soon be familiar with the figure of a boy perched on a library ladder, absorbed in a book. He's the poster reminder of Book Week, November 16–22, in which more than thirty organizations, members of the Children's Book Council, will participate.

The slogan of this year's celebration, the thirty-fourth, is "Reading Is Fun." "Long past are the days when a children's book meant a thinly disguised geography lesson or a pious moral tale designed solely to instruct. Children have defended themselves by showing a total disinterest in any book that does not treat them as equals or that teaches them only what they can learn at school, and by acclaiming those books that meet their needs," according to the council.

Well timed for the 1952 celebration is the new edition of *A Reading Guide for Parents*, published by the National Congress, a sponsor of the program. In addition to a list of books for parents, it now contains a selection of children's books for the first time.

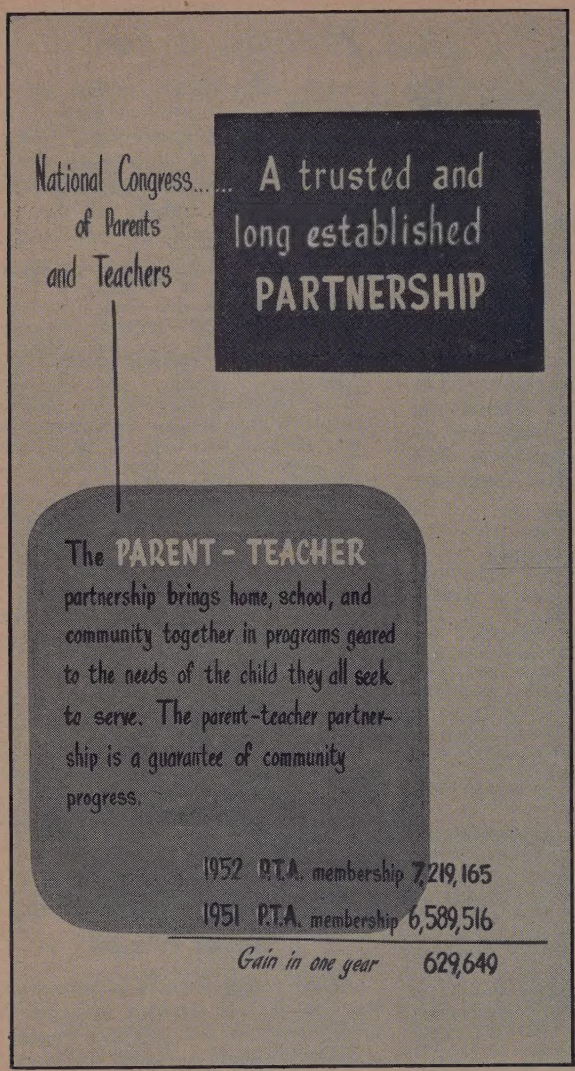
The children's books chosen are those featured in the *Carnival of Books* radio series during 1951–52 and were on display at the 1952 convention of the National Congress. The *Reading Guide* may be obtained from the state congress at ten cents a copy.

## Mrs. Leonard Receives Scout Medal

● The warm friendship between the Boy Scouts of America and the National Congress was evidenced again in a scout ceremony honoring our national president. Mrs. Newton P. Leonard received the Captain George Bucklin Medal for Merit from the Narragansett, R. I., Council of the Boy Scouts on August 10.

Judge Jeremiah E. O'Connell of the Rhode Island Supreme Court, scout commissioner of the state, made the presentation at Camp Yawgoog. The citation paid tribute to Mrs. Leonard as "one we long have known and admired as a friend, a neighbor, a wife, a mother, and as a parent who has labored for better education. But you come to us, also, fresh from journeys across the continent and the sea, in a new and crowning role—that of president of the National Congress of Parents and Teachers."

Judge O'Connell drew special attention to the role of the National Congress in promoting cub scouting. More than one thousand scouts and their guests were present at the ceremony.


National Congress... of Parents and Teachers
A trusted and long established PARTNERSHIP
The PARENT - TEACHER partnership brings home, school, and community together in programs geared to the needs of the child they all seek to serve. The parent-teacher partnership is a guarantee of community progress.
1952 P.T.A. membership 7,219,165
1951 P.T.A. membership 6,589,516
Gain in one year 629,649

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POSTER SUGGESTIONS

## P.T.A. Membership Goals 1952–53

1. Re-enroll our 7,219,165 members immediately.

2. Invite into membership every parent, teacher, and interested citizen.

3. Bring all non-Congress units into membership with the state and national congresses.

4. Organize a P.T.A. in every school that has none.

• Make these objectives an immediate and continuing part of your program of action. Let us win to the service of children and youth, urges Mrs. Leonard in her membership proclamation, the countless others who share our vision but have not yet joined our ranks.

## Presidents' Pins

The membership pin with the bar, formerly known as the past president's pin, has now been designated the president's pin for local unit, council, and district presidents.

Additional bars will indicate the number of local units, councils, or districts in which the person has served as president. Bars will no longer represent years of service.

This action was taken by the Executive Committee of the National Congress on July 14, 1952, upon the recommendation of the administration continuity committee.

## Interview with Mrs. Leonard Recorded for AEW Radio Programs

• An interview with Mrs. Newton P. Leonard, our national president, and William G. Carr, executive secretary of the N.E.A., has been recorded on one face of a sixteen-inch disc that will be released for first use during American Education Week. It is called *Education—Top Priority.*

On the other side is a documentary program, *Search for a Citizen,* recorded in the public schools. Make advance arrangements with your local radio station to broadcast this record during the week.

• *The record, price six dollars, can be ordered from the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. It is suitable for use not only for AEW but throughout the year.*

## UNITED NATIONS WEEK

● Every year since 1946 we have set aside a week in October in honor of the U.N. The seventh annual observance of United Nations Week this year takes place from October 19 to 25. October 24, the U.N.'s official birthday, will be celebrated throughout the world as United Nations Day.

Through its specialized agencies, the U.N. has fed, clothed, or given health care to tens of millions of children; raised labor standards; increased food production; and waged mass campaigns to wipe out such diseases as tuberculosis, malaria, whooping cough, and typhus. Through its Universal Declaration of Human Rights and its Genocide Convention it has advanced the protection of human rights. In Korea the U.N. is demonstrating that the free world will not tolerate aggression. In other areas—Kashmir, Indonesia, Palestine, for example—it has either prevented armed strife or helped to end it. In short, the U.N. is making strides toward its goals of peace, security, and a better, freer life for mankind.

The 1952 Convention Findings Report, "Current Emphasis on the Permanent Platform," says, "We will instill in our children an understanding of, and respect for, all people. We will work for lasting world peace . . . we will support the United Nations."

Writing on National Congress support of the U.N., Mrs. Robert B. Rowe, national chairman of International Relations, asks us to heed the advice of George Santayana, the philosopher. "In winning support for any movement, we find it is a law of life," Santayana says, "that 'moral zeal' will glow at the center, but its light and heat will fade in diffusion . . . . The remedy is to increase the number of centers from which the light will glow."

"We have this opportunity of 'increasing the number of centers from which the light will glow' in the celebration of United Nations Week and United Nations Day on October 24 in every P.T.A. in the United States," says Mrs. Rowe. "As a cooperating agency, the National Congress is a member of the committee planning this birthday celebration. . . . In 1952 this anniversary will be observed in all sixty U.N. countries around the globe. From each of these centers may the light glow bright!"

## *A.A.S.A. Drafts Platform*

In a platform adopted by ballot in 1951, the American Association of School Administrators publishes its members' views as citizens, educators, and school administrators. The common denominator of those beliefs is found in the Preamble: "We regard our freedom as a sacred trust which imposes upon each of us an obligation to help build a society in which respect for the individual is recognized as the basis of all human rights."

As citizens the members stress the importance of the United Nations and the maintenance of peace for individual and group welfare. They believe "that expanding and unlimited sources of nuclear power are one of the most significant developments of our age for the welfare of mankind."

As educators they believe "that spiritual, social, civic, economic, and vocational competencies are as important as academic literacy." They urge that universal free education be made available by and to all peoples.

In their special domain as school administrators they promise to work for smaller classes, extended use of school facilities, and more attractive salaries for teachers. In a concluding sentence, they recommend federal aid for operating and providing facilities for publicly supported and controlled schools, without federal control.

## *Seeds of Friendship*

Japanese school children, with the help of the Japanese parent-teacher association and other organizations, are sending 100,000 cherry tree seeds to American cities as a gift of friendship.

Providence, Rhode Island (the home of our national president), New York, Chicago, Seattle, and San Francisco are among the cities that have already accepted the seeds. Cities wishing to receive them should write to William G. Hughes, 66–33 Yellowstone Boulevard, Forest Hills 75, New York. He is the representative of the United Nations Association of Japan, one of the organizations sponsoring the project.

"Loveliest of trees" an English poet has called the cherry tree. In the future as we see it in our cities "hung with bloom along the bough . . . wearing white for Eastertide," we shall remember with gratitude our little friends in Japan and know that the bond of beauty stretches across the sea.

## AMERICAN EDUCATION WEEK

*November 9–15*

● Is your AEW program ready? If not, here are some suggestions.

● *Hold a panel discussion or forum, or give a skit or role-playing demonstration based on one of the following articles or pamphlets:*

**Homes That Fit Their Needs,** the National Congress pamphlet prepared for American Education Week.

**Parents and Teachers as Parents,** a pamphlet by Eva H. Grant, published by Science Research Associates, 57 West Grand Avenue, Chicago.

**"Is Yours a Good School?"** an article by Earl H. Hanson in the September 1952 issue of *National Parent-Teacher: The P.T.A. Magazine.*

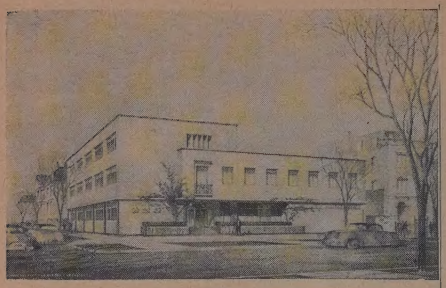
**"Whose Business Is the Curriculum?"** an article by Roma Gans in the April 1952 issue of the *National Parent-Teacher.*

A provocative presentation that raises as many questions as it answers can lead to the formation of a study group and eventually to a *program of action* for better homes, better parent-teacher relations, and more effective home-school-community cooperation.

Don't neglect to prepare an exhibit of P.T.A. materials and projects. Cooperate with your school principal and your school committee is promoting this important week.

**Parents and Teachers as Partners**

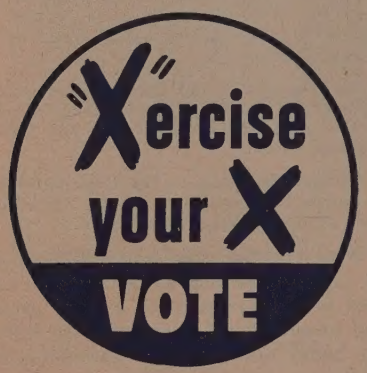
There have been so many requests for *Parents and Teachers as Partners* that we are reminding you to order the booklet directly from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. This will save extra handling and therefore hasten delivery. Single copy 40c; 3 for $1.00.



## Headquarters Honors

● Another local unit with the distinction of contributing more than twice the amount necessary for a Headquarters Honor Award is the Bark River P.T.A., Nashotah, Wisconsin. This association equaled the two Buffalo, New York, units mentioned in the September *Bulletin* in average per member contributions—sixty cents.

We extend our apologies to the P.T.A. of Buffalo School 62 for incorrectly designating its unit in last month's issue. Together with Purchase School P.T.A., also of Buffalo, it rang up a total contribution of sixty cents a member toward construction of national headquarters.




● Good government comes to those who deserve it. But to deserve it we must earn it. We shall preserve and perfect our democracy, ensure a sound economy, and promote peace, security, and human dignity on this earth only if we are

*(1) alert—keenly and earnestly alert—to our rights and duties as citizens and*
*(2) conscientious and intelligent in fulfilling our responsibilities.*

Every citizen should

● Know the issues; study them; and make up his mind on them.

● Find out where the candidates stand.

● Vote in accordance with convictions arrived at through reading, listening, discussion, and deliberation.

## MAGAZINE MEMOS

● **Promotion Packet.** Have you given the Magazine Promotion Packet to the chairman of your magazine committee? The chairman needs the materials it contains. Her immediate goal and yours should be: Every P.T.A. family a subscriber to *National Parent-Teacher* by December 1. For the magazine is basic to parent-teacher work. It gives us the sound information we need as a firm foundation for our action programs.

The promotion packet will help the chairman achieve her 1952–53 goals of every resident of the community a subscriber. The packet contains a leaflet, *Information for Magazine Chairmen;* a reprint from the *Parent-Teacher Manual* describing the purposes and activities of the magazine committee; an indispensable pamphlet, *100 Ways To Promote National Parent-Teacher;* a leaflet describing the 1952–53 study-discussion programs that will appear in the magazine; a promotion flyer; and a subscription receipt book.

● **Sample Copies.** If you are a local president you have received several sample copies of the *National Parent-Teacher.* No doubt you displayed them at your first meeting of the year. But have you circulated them among your membership? Have you called the attention of various chairmen to articles and features of special use in their work? Have you used the sample copies to set up a permanent exhibit that can be displayed at every meeting?

● **TV Programs.** What does excessive use of the TV set by your child tell you about yourself as a parent? What can you do about the kind of TV programs that are broadcast? How can home and school use television constructively for the child? These are some of the questions raised and answered by Robert Lewis Shayon, radio and TV authority, in his penetrating article, "Television: Problems and Possibilities," in the October issue of the magazine. Tell your membership about it.

● **Questions About U.N.** Dr. William D. Boutwell in the monthly feature, "What's Happening in Education?" answers a teacher's query on certain opposition to the U.N. that has recently cropped up. School education, citizenship, and international relations chairmen in particular should be alerted to this informative discussion, but it is of interest to us all. It is particularly timely since October 19–25 is the seventh annual observance of United Nations Week.

● **The Adolescents Talk Back.** Parents and teachers can learn what young people themselves think about the problems that beset them and their parents in the difficult period of adolescence by reading Alice Sowers' illuminating interview with high school students. It's in the "N.P.T. Quiz Program" in the October issue. Dr. Sowers, director of the Family Life Institute at the University of Oklahoma, has a way with adolescents and elicited answers you shouldn't miss if you want to understand the teen-ager. Be sure to let parents and others who are concerned with teen-agers know about this feature.

● **Mrs. Leonard's Message of the Month.** Your national president has a significant message for you, your officers, chairmen, and members in every issue of *National Parent-Teacher.* Don't miss "The President's Message," a regular feature of the magazine.

● **"Sex as Part of Growing Up"** is the title of an article by Jean Seligman that will appear in the *November* issue. Jean Seligman (Mrs. Milton I. Levine) is co-author with Dr. Levine of two books: *The Wonder of Life* and *A Baby Is Born.* Her article offers wise guidance in answering the questions on sex that arise among children and youth.

● **School Board Subscriptions.** Have you or your magazine chairman called the attention of your school board to the *National Parent-Teacher? The Chicago Board of Education has purchased eighty-one subscriptions* for various schools in the Chicago school system. Members of school boards may want subscriptions for themselves also.

# National *Congress* Bulletin